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ABSTRACT

Inquiring into families, communities, states, nations, and various peoples of the world through history engages students in the aspirations, struggles, accomplishments, and failures of real people in various aspects of their lives. The historical record is inextricably linked to the geographic setting in which it developed. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Each of the U.S. History 1 instructional blocks is built upon the supporting Idaho Achievement Standards. Assessment of student progress toward mastering individual standards should be ongoing and embedded in each instructional block. Ideally, this assessment should be formative in nature and help guide subsequent information. Following an introduction, this guide is divided into seven blocks: (1) "Pre-Colombian Review and Exploration"; (2) "Colonization"; (3) "The Revolutionary War"; (4) "Founding Fathers and the Constitution"; (5) "Westward Expansion and New Territories"; (6) "Civil War"; and (7) "Reconstruction." Blocks 1 and 3 through 5 contain:"Goal and Objectives"; "Idaho Achievement Standards"; "Suggested Activities"; and "Suggested Materials". Blocks 2, 6, and 7 contain: "Goal and Objectives"; "Idaho Achievement Standards"; and "Suggested Activities." Appended are the Idaho Achievement Standards. (BT)

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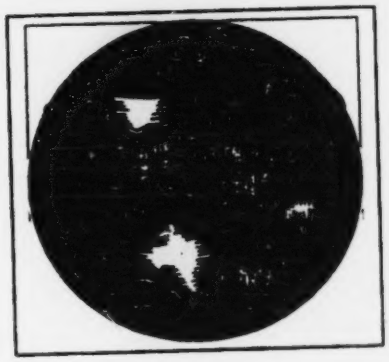
Idaho Department of Education



U.S. History I

SO 033 689

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U.S. History I

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Introduction

> "I do believe we shall continue to grow, to multiply and prosper until we exhibit an association powerful, wise, and happy beyond what has yet been seen by men."
>
> Thomas Jefferson, 1812.

Historical Understanding:

"History is a broadly integrative field, recounting and analyzing human aspirations and strivings in various spheres of human activity: social, political, scientific/technological, economic, and cultural. Studying history - inquiring into families, communities, states, nations, and various peoples of the world - at once engages students in the lives, aspirations, struggles, accomplishments, and failures of real people, in all these aspects of their lives.

Through social history, students come to deeper understandings of society: of what it means to be human, of different and changing views of family structures, of men's and women's roles, of childhood and of children's roles, of various groups and classes in society, and of relationships among all of these individuals and groups. This sphere considers how economic, religious, cultural, and political changes have affected social life, and it incorporates developments shaping the destiny of millions: the history of slavery; of class conflicts; of mass migration and immigration; the human consequences of plague, war, and famine; and the longer life expectancy and rising living standards following upon medical, technological, and economic advances.

Through political history, students come to deeper understandings of the political sphere of activity as it has developed in their local community, their state, their nation, and in various societies of the world. Efforts to construct governments and institutions; the drive to seize and hold power over others; the struggle to achieve and preserve basic human rights, justice, equality, law, and order in societies; and the evolution of regional and world mechanisms to promote international law are all part of the central human drama to be explored and analyzed in the study of history.

Through history of science and technology, students come to deeper understandings of how the scientific quest to understand nature, the world we live in, and humanity itself is as old as recorded history. So, too, is the quest to improve ways of doing everything from producing food, to caring for the ill, and transporting goods, and advancing economic security and well-being of the group. Understanding how scientific/ technological developments have propelled change and how these changes have altered all other spheres of human activity is central to the study of history.

Through economic history students come to deeper understanding of the economic forces that have been crucial in determining the quality of people's lives, in structuring societies, and in influencing the course of events. Exchange relationships within and between cultures have had major impacts on society and politics, producing changing patterns of regional, hemispheric, and global economic dominance and permitting the emergence in the 20th century of a truly international economy, with far-reaching consequences for all other spheres of activity.

Through cultural history, students learn how ideas, beliefs, and values have profoundly influenced human actions throughout history. Religion, philosophy, art, and popular culture have all been central to the aspirations and achievements of all societies, and have been a mainspring of historical change from earliest times. Students' explorations of this sphere of human activity, through literature, sacred writings and oral traditions, political treaties, drama, art, architecture, music, and dance, deepen their understandings of the human experience.

Analyzing these five spheres of human activity requires considering them in the contexts both of historical time and geographic place. The historical record is inextricably linked to the geographic setting in which it developed. Population movements and settlements, scientific and economic activities, geopolitical agendas, and the distributions and spread of political, philosophical, religious, and aesthetic ideas are all related in some measure to geographic factors. The opportunities, limitations, and constraints with which people have addressed the issues and challenges of their time have, to a significant degree, been influenced by the environment in which they lived or to which they have had access, and by the traces on the landscape, malignant or benign, irrevocably left by those who came before."

(Excerpt from National Center for History in the Schools, National Standards for United States History: Exploring The American Experience, University of California: CA, 1994.)

Idaho Achievement Standards:

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Each of the *U.S. History I* instructional blocks is built upon the supporting Idaho Achievement standards.

Teacher Resource: Idaho Achievement Standards available at www.sde.state.id.us.

Performance Assessment:

"The ultimate foundation of all reflective practice or self-reflection is the ability and opportunity to engage in self-evaluation and self-assessment" (Paulsen, M.B. and Feldman, K.A. "Taking teaching seriously: Meeting the Challenge of Instructional Improvement" in ERIC Digest 396615 95. Available at: www.ed.gov/databases/ERIC_Digests/ed396615.html)

"Social studies, often considered to be the most content-oriented of the core curriculum areas, is ripe for reform. The call for alternative assessments only serves to highlight the importance of rethinking current practice in social studies as we recognize once again the close link between the over-arching goal of public education and that of social studies. As the nation moves toward assessments of student achievement which are more closely aligned with what is demanded of us in the real world and which demand student-generated demonstrations of mastery, traditional practices in social studies are called into question. Both curriculum and instruction, often geared toward low-level recall of facts,

must be revisited. Test-teach-test modes, in which assessment is treated as separate from instruction, also deserve to be reexamined with regard to how well such practice mirrors how we are evaluated in the real world.

Whether or not alternative assessments take hold at state and national levels, the trend has brought us face-to-face with our responsibility as social studies practitioners in schools and classrooms. Traditional practices cannot effectively prepare young people to demonstrate achievement of civic competence." (Nickell, Pat. "Alternative Assessment: Implications for Social Studies." ERIC Clearinghouse for Social Studies/ Social Science Education, ED360219, 1993)

Assessment

Assessment of student progress toward mastering individual standards should be on going and imbedded in each instructional block. Ideally, this assessment should be formative in nature and help guide subsequent instruction. Student performance can/should be assessed in a variety of formats, including performance assessment as well as traditional testing formats. At the completion of this course, an end of course assessment can be used to validate student performance. The State Department of Education is currently in the process of developing a summative assessment for this course of study.

The companion end-of-course assessment for *U.S. History 1* blends the fundamental content knowledge as stated in the Idaho Achievement Standards with an avenue for demonstrating the skills that hallmark historical thinking and historical understanding. As noted by the National Center for History in the Schools, students should have the opportunity to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Block 1

Pre-Columbian Review and Exploration of the New World

To recognize the impact of European political, economic, and social influences on the origins of America.

Objectives:

1. Compare and contrast the impact of European exploration on the native population in the Americas.
2. Trace the patterns and routes of European exploration in the Americas using maps, globes, and charts.
3. Identify the European motivation for exploration in the Americas.

Standard: 472.01

Acquire critical thinking and analytical skills

Content Knowledge and Skills

- 472.01.a: Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
- 472.01.b: Differentiate between historical facts and historical interpretations.
- 472.01.c: Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.
- 472.01d: Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.

Standard: 474.01

Understand the role of exploration and expansion in the development of the American colonies.

Content Knowledge and Skills

- 474.01.a: Trace the spread of early human societies and the rise of diverse cultures in the United States.
- 474.01.b: Identify significant countries and their roles and motives in the European exploration of the Americas.
- 474.01.c: Analyze and describe the interactions between native peoples and the European explorers.

Standard: 484.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills:

- 484.01.a: Develop and use different kinds of maps, globes, graphs, charts, databases and models.

Standard: 484.02

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills:

- 484.02.a: Describe ways in which human migration influences the character of a place.

Standard: 484.03

Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.

Content Knowledge and Skills:

- 484.03.a: Analyze ways in which humans respond to their physical environment.

Standard: 494.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills:

- 494.01.a: Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.

Suggested Activities

1. Debate the various theories on who the earliest human beings on the North American continent were and how they came to be there.

2. Create or complete a map that shows the major Native American cultural regions at the time of European exploration of the North American continent.

3. Chart the Spanish, French, and English motivations for exploration of North America.

4. Map the Spanish, French, and English patterns of exploration.

5. Research the impact of European exploration in the Americas on the native population.

6. Create a time capsule from the late 1500's and early1600's with artifacts, letters, diary entries, and eyewitness accounts.

Suggested Materials

More Than Bows and Arrows, videocassette (52 min.) : sd., col. ; 1/2 in. Produced by Camera One (Seattle, WA) c1994. ISBN: 1560570156

Deals with the role of the American Indian in shaping various aspects of American culture, ranging from food and housing to the democratic way of life.

Colonization

To understand the regional political, social, and economic differences that led to the emergence of self-government in early America.

Objectives:

1. Compare and contrast the varying lifestyles in the differing American colonial regions: South, Middle, and New England.
2. Analyze the early colonial forms of government.
3. Identify the economic factors that led to the expansion of the American colonies [new agricultural lands, create more tolerant colonies (religion), convert natives to Catholicism (Southwest to California), fur trade, exploration, demand for more natural resources.]
4. Describe the physical development of European colonies in North America.
5. Identify the religious, political, and economic motives of voluntary immigration to North America.
6. Compare and contrast the involuntary immigration of indentured servants and enslaved Africans to the American colonies.

Standard: 472.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 472.01.a: Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
- 472.01.b: Differentiate between historical facts and historical interpretations.
- 472.01.c: Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.
- 472.01.d: Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.

Standard: 473.01

Understand the evolution of democracy through the study of early self-government.

Content Knowledge and Skills

- 473.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 473.01.d Provide and evaluate examples of social and political leadership in early American history.
- 473.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.

Standard: 474.01

Understand the role of exploration and expansion in the development of the American colonies.

Content Knowledge and Skills

- 474.01.a: Trace the spread of early human societies and the rise of diverse cultures in the United States.
- 474.01.b: Identify significant countries and their roles and motives in the European colonization of the Americas.
- 474.01.c: Analyze and describe the interactions between native peoples and the colonists.
- 474.01.d: Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.

Standard: 475.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 475.01.a: Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.
- 475.01.b: Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.

Standard: 478.01

Understand the cultural and social development of the American colonies.

Content Knowledge and Skills

- 478.01.a: Know the different cultural and social influences that emerged in the North American colonies.
- 478.01.b: Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American colonial society.
- 478.01.c: Know the common traits, beliefs, and characteristics that united the colonists.

Standard: 482.01

Understand basic economic concepts.

Content Knowledge and Skills

- 482.01.a: Describe the economic characteristics of colonialism.
- 482.01.b: Know the economic motivations for the constant expansion of the western border of the United States.

Standard: 484.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills

- 484.01.a: Develop and use different kinds of maps, globes, graphs, charts, databases and models.

Standard: 484.02

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 484.02.a: Describe ways in which human migration influences character of a place.

Standard: 484.03

Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.

Content Knowledge and Skills

- 484.03.a: Analyze ways in which humans respond to their physical environment.

Standard: 494.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills:

- 494.01.b: Identify how religious, social, political, and economic factors shaped settlement patterns in the 17th and 18th century North America.

Suggested Activities

1. Compare and contrast population data to determine settlement patterns in colonial North American.
2. Explain the economic development of the early colonies by using maps, charts, and graphs.
3. Read a historical fiction novel about the pilgrims and compare it to the realities of the time period.

4. Pretend you are a newspaper reporter. Write an article describing the realities and/or possibilities of North American colonization.

5. Create a time capsule for future generations with artifacts, letters, diary entries, and eyewitness accounts representing both the views of the natives and colonists.

6. Imagine yourself as a colonist and list the rights and freedoms you want. Compile a class list and compare with what colonists actually had.

7. Analyze the voting criteria established by each of the original thirteen colonies.

8. Make a tiered timeline showing the progression of settlements in North America, the significant countries or people involved in settlement, and the reasons for settlement

9. Organize an exposition at which all thirteen colonies are represented and display their diverse cultural and social contributions to American lifestyle.

10. Create a PowerPoint that shows the routes taken by colonial merchants who participated in the Triangular Trade. Explain what goods were transported on each leg of the triangle (journey).

11. Describe the competition between the Hudson Bay Company and the Northwest Fur Company and how the control of fur trapping areas was meant to control settlement.

12. Create a Venn diagram that compares and contrasts the involuntary immigration of indentured servants and enslaved Africans.

13. Develop a model of the 13 original colonies showing the major geographic physical features.

The Revolutionary War

To understand the issues colonists had with England and their struggle to achieve independence.

Objectives:

1. Analyze the causes of the American Revolution.
2. Organize and evaluate the significant events of the American Revolution.
3. Trace the development of the Continental Congress, the Declaration of Independence, and the Articles of Confederation.
4. Discuss the economic issues that motivated Americans to revolt and sustain a war.
5. Chart the strategies of the different military factions in the Revolution.

Standard: 472.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 472.01.a: Use visual and mathematical data presented in charts, tables, graphs maps, and other graphic organizers to assist in interpreting a historical event.
- 472.01.b: Differentiate between historical facts and historical interpretations.
- 472.01.c: Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.
- 472.01.d: Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.

Standard: 473.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 473.01.a: Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.
- 473.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 473.01.c: Analyze the issues surrounding centralized government versus states' rights issues.
- 473.01.d: Provide and evaluate examples of social and political leadership in early American history.
- 473.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.

Standard: 476.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 476.01.a: Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.

- 476.01.b: Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Standard: 477.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 477.01.a: Analyze the causes and consequences of the French and Indian War (Seven Years' War).

- 477.01.b: Identify and analyze the causes and consequences of the Revolutionary War.

Standard: 479.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 479.01.b: Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

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- 479.01.c: Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.

- 479.01.d: Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.

Standard: 482.01

Understand basic economic concepts.

Content Knowledge and Skills

- 482.01.a: Describe the economic characteristics of colonialism.

Standard: 483.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 483.01.a: Know the economic policies of England that contributed to the revolt in the North American colonies.

- 483.01.b: Explain the role of government policy in the economic development of the United States.

Standard: 484.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills

- 484.01.a: Develop and use different kinds of maps, globes, graphs, charts, databases and models.

Standard: 484.02

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 484.02.a: Describe ways in which human migration influences character of a place.

Standard: 484.03

Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions

Content Knowledge and Skills

- 484.03.a: Analyze ways in which humans respond to their physical environment.

Standard: 497.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 497.01.a: Identify and analyze the causes and consequences of the Revolutionary War.

Suggested Activities

1. Compare and contrast population data to determine settlement patterns from early North American settlement to the Civil War.

2. Write two speeches, one from an English viewpoint and one from a French viewpoint attempting to convince the Native Americans to become allies in the French and Indian War.

3. Design a recruitment poster to enlist soldiers to fight on your side during the French and Indian War.

4. Compare and contrast the artistic depiction of Washington's Crossing of the Delaware with a factual written account.

5. Read a historical fiction novel about war in the colonies and compare it to the realities of the time period.

6. Create a time capsule for future generations with artifacts, letters, diary entries, and eyewitness accounts representing both the views of the Loyalist and Patriots in the Revolutionary War.

7. Imagine yourself as colonist and list rights and freedoms you wanted. Compile class list and compare with what colonists actually had.

8. Develop an electronic presentation detailing the history of transportation in the early United States through the Revolutionary War.

9. Debate whether or not to declare independence from England.

10. Compare and contrast reasons for the Revolutionary War.

11. Rewrite the Declaration of Independence in modern language. Display this work on the class bulletin board.

12. Develop a poster informing the colonists of the new taxes being imposed by Britain in the 1760s.

13. Write an editorial for the newspaper opposing taxation without representation.

14. Use databases to gather census data, land-use data and topographic information to explain the distribution of people in the United States during the 18th century.

Suggested Materials

American Revolution set produced by Arts and Entertainment (888/ 423-1212). VHS 300 minutes, on site battle re-enactments, recently-discovered archival material and the voices of Kelsey Grammer, Charles Durning, Cliff Robertson and others bring the Revolutionary War vividly to life.

1776 (musical) VHS
Though not always historically accurate, the video provides appropriate clips to dramatize the issues, debates, and personalities that shaped the drafting and declaring of American independence.

America's Founding Fathers and The Constitution

To understand the impact of the Founding Fathers in forging a constitutional government.

Objectives:

1. Analyze the significant contributions of the Founding Fathers in creating the Constitution.
2. Evaluate the problems with the Articles of Confederation that led to the need for a new government.
3. Trace the influence of state economies and populations in the failure of the Articles of Confederation and creation of the Constitution.
4. Know how the Constitution structured a system of democracy for the United States.
5. Understand the relationship between personal freedom and responsibility in the United States.
6. Examine the testing of American political and military power during the War of 1812.
7. Identify the content and impact of the Monroe Doctrine.

Standard: 473.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 473.01.a: Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.
- 473.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 473.01.c: Analyze the issues surrounding centralized government versus states' rights issues.
- 473.01.d: Provide and evaluate examples of social and political leadership in early American history.
- 473.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights

Standard: 477.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 477.01.c: Identify and analyze the causes and consequences of the War of 1812.

Standard: 479.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 479.01.a: Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.

- 479.01.b: Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

- 479.01.c: Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.

- 479.01.d: Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.

Standard: 480.01

Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 480.01.a: Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.

- 480.01.b: Know how and why powers are distributed and shared between national and state governments in the United States.

Standard: 481.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 481.01.a: Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.

- 481.01.b: Explain the relationship between individual freedom and personal responsibility in the United States.

- 481.01.c: Describe ways in which citizens can participate in public life.

Standard: 483.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 483.01.b: Explain the role of government policy in the economic development of the United States.

Standard: 484.02

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 484.02.a: Describe ways in which human migration influences character of a place.

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.a: Describe the origins of democratic tradition in western civilization.

Suggested Activities

1. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States.
2. Role-play a New England town meeting to find and hire a new minister
3. Compare and contrast the government created by the Articles of Confederation with the government created by the United States Constitution.
4. Conduct a mock debate over ratification of the Constitution. Opposing sides would represent the Federalists and the Anti-federalists points-of-view.
5. Develop a chart showing the differences between Alexander Hamilton's and Thomas Jefferson's views of democracy.

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6. Write a brief opinion statement identifying which part of the Bill of Rights is most important and why.

7. Develop a poster, using a variety of materials that illustrates the fundamental values upon which the United States system of government was established.

8. Research and share a current event or issue that demonstrates a fundamental right, guaranteed by the Constitution, that is in conflict today with certain segments of American society.

9. Interview a city leader in the community about the concept of individual rights versus the common good.

10. Role-play a first amendment right that is being challenged by a segment of society.

11. List the pros and cons of gun control in the United States.

12. Conduct a mock trial during which different members of the class take on the role of judge, prosecutor, defense attorney, defendant, witnesses, and the media.

13. List the ways a person can volunteer in his/her community.

14. Create a chart showing the three branches of government and how the powers are distributed and shared among the three.

15. Role-play a member of congress and argue why the powers of the president should be reduced (or expanded). Base all arguments on careful research.

16. Develop a chart that shows the shared powers (taxation, regulated voting) the functions commonly exercised by state governments (education, law enforcement, health, highways), and those powers prohibited to state governments (foreign affairs, coining money, raising an army).

17.

Suggested Materials

Center for Civic Education. We the People (Middle Level, Book II) Center for Civic Education, Calabasas, CA, 1998.

The We the People... textbooks are designed for a wide range of student abilities and may be used as a supplemental text or for a full semester of study.

Critical thinking exercises, problem-solving activities, and cooperative learning techniques help develop intellectual and participatory skills while increasing students' understanding of the institutions of American

constitutional democracy. The We the People... curriculum fosters attitudes that are necessary for students to participate as effective, responsible citizens.

Classroom sets include 30 student books, a teacher's guide, and an instructional packet containing the information and supplies necessary to complete the program. Free classroom sets are available on a limited basis in each congressional district in the nation. Additional sets may be purchased from the Center at a nominal cost.

Westward Expansion and the New Territories

To understand the desire for and acquisition of new territory in the development of the United States as a world power.

Objectives:

1. Evaluate the role and influence of the President in the expansion of the United States.
2. Trace the exploration and settlement of the West.
3. Identify the motivating factors that led to the American westward migration [new lands for farming and ranching, gold rush, pioneers, changes in technology (railroad and steamboat), government programs encouraging migration and settlement, increased migration from Europe].
4. Describe the significant conflicts that the United States had with Native Americans, Mexico, and Europe in acquisition of new territory.
5. Explain the role of negotiation and/or treaty in the United States acquisition of new territory.

Standard: 473.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 473.01.a: Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.
- 473.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 473.01.c: Analyze the issues surrounding centralized government versus states' rights issues.
- 473.01.d: Provide and evaluate examples of social and political leadership in early American history.
- 473.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.

Standard: 474.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills

- 474.01.e: Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
- 474.01.f: Know the factors that contributed to western expansion in the United States in the early 1800s.

Standard: 475.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 475.01.c: Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.
- 475.01.d: Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.

Standard: 476.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 476.01.a: Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.
- 476.01.b: Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Standard: 477.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 477.01.d: Explain how the westward migration impacted Native Americans.

Standard: 478.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 478.01.b: Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.

- 478.01.d: Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.

Standard: 479.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 479.01.d: Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.

Standard: 480.01

Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 480.01.b: Know how and why powers are distributed and shared between national and state governments in the United States.

Standard: 481.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 481.01.a: Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.

- 481.01.b: Explain the relationship between individual freedom and personal responsibility in the United States.

- 481.01.c: Describe ways in which citizens can participate in public life.

Standard: 482.01

Understand basic economic concepts.

Content Knowledge and Skills

- 482.01.b: Know the economic motivations for the constant expansion of the western border of the United States.

Standard: 483.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 483.01.b: Explain the role of government policy in the economic development of the United States.

Standard: 484.01

Understand the spatial organizations of people, places and environment on the earth's surface.

Content Knowledge and Skills

- 484.01.a: Develop and use different kinds of maps, globes, graphs, charts, databases, and models.

Standard: 484.02

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 484.02.a: Describe ways in which human migration influences character of a place.

Standard: 484.03

Understand that human actions modify the physical environment and how physical environment and how physical systems affect human activity and living conditions.

Content Knowledge and Skills

- 485.03.a: Analyze ways in which humans respond to their physical environment.

Standard: 494.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills

- 494.01.c: Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
- 494.01.d: Know the factors that contributed to western expansion in the United States in the 1800s.

Standard: 497.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 497.01.b: Identify and analyze the causes and consequences of the Mexican War.

Suggested Activities

1. Research the re-introduction of the horse in North America and list the ways the horse changed the Native American way of life.
2. Prepare and give a speech to Congress explaining how the Louisiana Purchase is important to the goal of Manifest Destiny.
3. Write a journal in the first-person describing the relocation of the Cherokee people along the Trail of Tears.
4. Create a map showing the route of Lewis and Clark, geographic features, Native American nations, and prior claims of European countries.
5. Write an essay describing United States policies that, if altered, could have avoided conflict at the Alamo.
6. Debate the benefits to the United States of the Monroe Doctrine and the future expansion of the United States.
7. Make a chart listing various migrating groups showing where they settled, reasons for moving, and the development of communities as a consequence of their migration.

8. Write a letter to family members left behind in the East convincing them to journey on the Oregon Trail and join the rest of the family in Oregon. Use historical research as a basis for the letter.

9. Develop an advertising brochure designed to convince people to move west using the theory of Manifest Destiny as part of the argument.

10. Describe the impact of the United States government's land policy on settlement patterns in the United States.

11. List the inventions of famous American inventors and explain how they had an impact on the American economic system (Suggestions: Samuel Slater, Eli Whitney and Robert Fulton).

12. Analyze the Northwest Ordinance in relation to Native American policy and cite examples of violations.

13. Create an ad for an Eastern newspaper enticing people to venture west for the free land in the Oregon Country.

14. Use databases to gather census data, land-use data and topographic information to explain the distribution of people in the United States during the 19th century.

15. Collect data on climate, land-use and population distribution in Western settlements. Compare similarities and differences. Speculate as to why certain regions supported certain activities.

Suggested Materials

An American Legacy: The Lewis and Clark Expedition Curriculum and Resource Guide for Middle and Junior High Schools (Grades 5-9). Lewis and Clark Trail Heritage Foundation, Inc. 1998.

Lewis and Clark Trail Heritage Foundation, Inc.
P.O. Box 3434
Great Falls, Montana 59403

Civil War

To understand the issues that separated the North and the South and the conflict that ensued.

Objectives:

1. Analyze the way in which the issue of slavery influenced the population and economy of the United States
2. Evaluate the causes and impact of the issues that led to the Civil War.
3. Describe the cultural, political and military progression of events in the Civil War.
4. Graph the economic distribution of the North and South during the Civil War period.
5. Identify the impact of transportation, industrial and military technology on the outcome of the Civil War.

Standard: 473.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 473.01.a: Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.
- 473.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 473.01.c: Analyze the issues surrounding centralized government versus states' rights issues.
- 473.01.d: Provide and evaluate examples of social and political leadership in early American history.
- 473.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.

Standard: 475.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 475.01.c: Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.

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Standard: 476.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 476.01.a: Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.
- 476.01.b: Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Standard: 477.01

Understand significant conflicts in the United States history.

Content Knowledge and Skills

- 477.01.e: Identify and analyze the causes and consequences of the Civil War.
- 477.01.f: Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.

Standard: 478.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 478.01.b: Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.
- 478.01.d: Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.

Standard: 480.01

Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 480.01.a: Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.
- 480.01.b: Know how and why powers are distributed and shared between national and state governments in the United States.

Standard: 481.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 481.01.b: Explain the relationship between individual freedom and personal responsibility in the United States.

Standard: 482.01

Understand basic economic concepts.

Content Knowledge and Skills

- 482.01.c: Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.

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Standard: 484.01

Understand the spatial organizations of people, places and environment on the earth's surface.

Content Knowledge and Skills

- 484.01.a: Develop and use different kinds of maps, globes, graphs, charts, databases, and models.

Standard: 484.02

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 484.02.a: Describe ways in which human migration influences character of a place.

Standard: 484.03

Understand that human actions modify the physical environment and how physical environment and how physical systems affect human activity and living conditions.

Content Knowledge and Skills

- 484.03.a: Analyze ways in which humans respond to their physical environment.

Standard: 497.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 497.01.c: Identify the causes and consequences of the Civil War and Reconstruction.

Suggested Activities

1. Compare and contrast the lifestyles of Northerners and Southerners in the decade preceding the Civil War.
2. Conduct a mock debate over the issue of slavery; assign opposing sides to represent the Northern and the Southern points-of-view.
3. Design a poster that shows the reasons why the North used indentured servants and the South incorporated slavery.
4. Research the U.S. Constitution, find where slavery is addressed, and explain how the recognition in the Constitution influenced the role of slaves in American society.
5. Stage a debate between abolitionists and proponents of slavery in the presidential election of 1860.
6. Describe the impact of the United States government's land policy on settlement patterns of the United States.
7. Develop an electronic presentation detailing the history of transportation in the early United States through the Civil War.
8. Design a recruitment poster to enlist soldiers to fight on your side during the Civil War.
9. Debate whether or not to secede from the Union.
10. Compare the economic, social, and cultural differences between the North and the South prior to the Civil War and explain how those differences led to armed conflict.
11. Role-play a discussion between two family members who have chosen different sides in the war.
12. Write a newspaper article covering Lincoln's Gettysburg Address.
13. Describe Sherman's March to the Sea and its lasting impact upon the South.
14. Research the impact of emerging industrial and military technology during the Civil War.
15. Create a visual display that defines "Total War."

Reconstruction

To understand the political, social, and economic forces of post-Civil War Reconstruction in the United States.

Objectives:

1. Chronologically organize significant events and people who impacted the years of Reconstruction.
2. Evaluate how Reconstruction changed or challenged the American system of politics and government.
3. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of the United States after the Civil War.
4. Evaluate the economic goals of the federal government in the recovery of the South after the Civil War.
5. Chart the changes in agricultural systems post-Civil War.

Standard: 473.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 473.01.a: Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.
- 473.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 473.01.c: Analyze the issues surrounding centralized government versus states' rights issues.
- 473.01.d: Provide and evaluate examples of social and political leadership in early American history.
- 473.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.

Standard: 475.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 475.01.c: Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.

Standard: 476.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 476.01.a: Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.
- 476.01.b: Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Standard: 477.01

Understand significant conflicts in the U.S. history.

Content Knowledge and Skills

- 477.01.e: Identify and analyze the causes and consequences of the Civil War.
- 477.01.f: Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.

Standard: 478.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 478.01.b: Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.
- 478.01.d: Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.

Standard: 480.01

Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 480.01.a: Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.
- 480.01.b: Know how and why powers are distributed and shared between national and state governments in the United States.

Standard: 481.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 481.01.b: Explain the relationship between individual freedom and personal responsibility in the United States.

Standard: 482.01

Understand basic economic concepts.

Content Knowledge and Skills

- 482.01.c: Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.

Standard: 484.01

Understand the spatial organizations of people, places and environment on the earth's surface.

Content Knowledge and Skills

- 484.01.a: Develop and use different kinds of maps, globes, graphs, charts, databases, and models.

Standard: 484.02

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 484.02.a: Describe ways in which human migration influences character of a place.

Standard: 484.03

Understand that human actions modify the physical environment and how physical environment and how physical systems affect human activity and living conditions

Content Knowledge and Skills

- 484.03.a: Analyze ways in which humans respond to their physical environment.

Standard: 497.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 497.01.c: Identify the causes and consequences of the Civil War and Reconstruction.

Suggested Activities

1. Conduct a mock debate over Reconstruction of the South.

2. Develop a chart showing the differences between Andrew Johnson's and Congress' view of Reconstruction.

3. Role-play a member of Congress and argue why the powers of the president should be reduced (or expanded). Base all arguments on careful research.

4. Develop an electronic presentation detailing the history of transportation after the Civil War.

5. Compare the economic, social, and cultural differences between the North and the South after the Civil War.

6. Create a pie graph showing the ethnic origin and the great ethnic and cultural diversity of the United States during Reconstruction.

7. Develop a poster, using a variety of materials, which exemplifies the fundamental values upon which the United States system of government was established.

8. Research and share a current event or issue that demonstrates a fundamental right, guaranteed by the Constitution, that is in conflict today with certain segments of American society.

9. Conduct a mock trial where different members of the group take on the role of judge, prosecutor, defense attorney, defendant, witnesses, and the media.

10. Write an editorial for the newspaper about the issues of Reconstruction.

11. Write a song that depicts the contributions and struggles of a particular minority group.

12. Make a list of common traits, beliefs, and characteristics of an American and write a poem using this list.

APPENDIX A

Idaho Achievement Standards

As of December 2001

APPENDIX A: Idaho Achievement Standards for Social Studies

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

472. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	i. Compare and contrast population data to determine settlement patterns from early North American settlement to the Civil War. ii. Use maps, charts, and graphs to explain the economic development of the North and South prior to the Civil War.
	b. Differentiate between historical facts and historical interpretations.	i. Compare and contrast the depiction of the Crossing of the Delaware with a factual written account. ii. Read a historical fiction novel about the mountain man and compare it to the realities of the time period.
	c. Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.	i. Construct tiered timelines to show the evolution of slavery in the United States from its beginnings until the Emancipation Proclamation. ii. Create a poster that illustrates the development of political parties in the United States from the ratification struggle of the Constitution until the election of Abraham Lincoln.
	d. Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.	i. Pretend you are a newspaper editor. Write an editorial for your newspaper giving your opinion on President Andrew Jackson's war on the Bank of the United States. ii. Create a time capsule for future generations with artifacts, letters, diary entries, and eyewitness accounts representing both the views of the Royalist and Patriots in the Revolutionary War.

473. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.
	b. Evaluate and interpret the concepts of popular consent, respect for the individual,	i. Imagine self as colonist and list rights and freedoms they wanted. Compile class list and compare with what colonists actually

	equality of opportunity and personal liberty.	had. ii. Develop an argument supporting the rights listed in the Declaration of Sentiments written at the Seneca Falls Convention.
	c. Analyze the issues surrounding centralized government versus states' rights issues.	i. Compare and contrast the government created by the Articles of Confederation and the government created by the United States Constitution. ii. Conduct a mock debate over ratification of the Constitution. Opposing sides would represent the federalists and the anti-federalists points-of-view.
	d. Provide and evaluate examples of social and political leadership in early American history.	i. Develop a chart showing the differences between Alexander Hamilton's and Thomas Jefferson's views of democracy. ii. Select an American leader during The Great Awakening who effected significant social change and write a short defense of your choice.
	e. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights	i. Write a journal describing in the first person the relocation of the Cherokee people along the Trail of Tears. ii. Analyze the voting criteria established by each of the original Thirteen Original Colonies.

474. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Trace the spread of early human societies and the rise of diverse cultures in the United States.	i. Debate the various theories on who the earliest human beings on the North American continent where and how they came to be there. ii. Create or complete a map that shows the major Native American cultural regions at the time of European exploration of the North American continent.
	b. Identify significant countries and their roles and motives in the European exploration of the Americas.	i. Create a cause and effect chart for the Spanish exploration of the Americas. List the events and conditions that led to and resulted from exploration. ii. Compare and contrast English and French motives for exploration of North American and the consequent impact on native people.
	c. Analyze and describe the interactions between native peoples and the European explorers.	i. Imagine you are a Native American living in California who meets Father Junipero Serra and is then converted to the Catholic faith. Describe how your life changes. ii. Research the advent of the horse in North America and list the ways the horse changed the way of life of the Plains Indians.

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d. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.	i. Make a tiered timeline showing the progression of settlements in North America, the significant countries or people involved in their settlement, and the reasons for the settlement. ii. Reenact the trial of Anne Hutchinson.
e. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Create a map showing the route of Lewis and Clark, geographic features, Native American nations, and prior claims of European countries. ii. Write an essay describing United States policies that, if altered, could have avoided The Alamo.
f. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Debate the benefits to the United States of the Monroe Doctrine and the future expansion of the United States. ii. Prepare and give a speech to Congress explaining how the Louisiana Purchase is important to the goal of the Manifest Destiny.

475. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.	i. Using historical information, select a European country and write a skit demonstrating why a family should immigrate to America. ii. Develop a historical outline map indicating where the various Europeans settled in North America and their reasons for this settlement.
	b. Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.	i. Complete a map showing the triangular trade between Europe, Africa, and the Americas. Identify the various cargoes and their origins and destinations. ii. Design a poster that shows the reasons why the North used indentured servants and the South incorporated slavery.
	c. Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.	i. Make a chart listing various migrating groups showing where they settled, reasons for moving, and the development of communities as a consequence of their migration. ii. Write a letter to family members left behind in the East convincing them to journey on the Oregon Trail and join the rest of the family in Oregon. Use historical research as a basis for this letter.
	d. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United	i. Develop an advertising brochure designed to convince people to move west using the theory of Manifest Destiny as part of the argument.

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	States.	ii. Describe the impact of the United States government's land policy on settlement patterns of the United States.

476. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.	i. Role-play an assembly line production system and then explain how that differs from being a master craftsman. ii. List the inventions of famous American inventors and explain how they had an impact on the American economic system (some suggestions: Samuel Slater, Eli Whitney and Robert Fulton).
	b. Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.	i. Develop an electronic presentation detailing the history of transportation in the early United States through the Civil War. ii. Develop a chart that demonstrates the time it took to travel from Kansas City to the west coast using various modes of transportation and explain why that was significant.

477. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Analyze the causes and consequences of the French and Indian War (Seven Years' War).	i. Write two speeches, one English viewpoint and one French viewpoint convincing the Native Americans to become allies in the French and Indian War. ii. Design a recruitment poster to enlist soldiers to fight on your side during the French and Indian War.
	b. Identify and analyze the causes and consequences of the Revolutionary War.	i. Debate whether or not to declare independence from England. ii. Write an essay describing the economic problems of the new United States following the Revolutionary War. In your essay solve the nation's money problems based on historical research.
	c. Identify and analyze the causes and consequences of the War of 1812.	i. Compare and contrast reasons for the Revolutionary War and the War of 1812. ii. Write a newspaper article describing the burning of Washington, the nation's capital, during the War of 1812.
	d. Explain how the westward migration impacted Native Americans.	i. Identify and evaluate a specific example of forced relocation of Native Americans, for example, the Trail of Tears. ii. Analyze the Northwest Ordinance in

		relation to Native American policy and cite examples of violations.
	e. Identify and analyze the causes and consequences of the Civil War.	i. Compare the economic, social, and cultural differences between the North and the South prior to the Civil War and explain how those differences led to armed conflict. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	f. Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.	i. Write a newspaper article covering Lincoln's Gettysburg Address. ii. Describe Sherman's March to the sea and its lasting impact upon the South.

478. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know the different cultural and social influences that emerged in the North American colonies.	i. Create a pie graph showing the ethnic origin and the great ethnic and cultural diversity of the colonies in 1775. ii. Organize an exposition where all thirteen colonies are represented and their various cultural and social diversities are displayed.
	b. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.	i. Write a song that depicts the contributions and struggles of a particular minority group. ii. List five factors that helped in the assimilation process and five that made it difficult.
	c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.	i. Make a list of common traits, beliefs, and characteristics of an American and write a poem using this list. ii. Write a 4th of July oration of what it is to be an American.
	d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.	i. Research the U.S. Constitution, find where slavery is addressed, and explain how the recognition in the Constitution influenced the role of slaves in American society. ii. Stage a debate between abolitionists and proponents of slavery in the presidential election of 1860.

479. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the	a. Identify and explain the role of the ideas expressed in such documents as the Magna Carta	i. Write a letter from King John in 1215 describing to his brother what the Magna Carta did to alter the kingship of England.

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American political system.	and the Mayflower Compact on the development of constitutional democracy in the United States.	Base the letter on historical research. ii. Develop a petition representing the ideas set forth in the Mayflower Compact and seek the signatures of 41 people.
	b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.	i. Write a brief opinion statement identifying which part of the Bill of Rights is most important and why. ii. Rewrite the Declaration of Independence in modern day language. Display this work on the class bulletin board.
	c. Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.	i. Develop a poster, using a variety of materials, which exemplifies the fundamental values upon which the United States system of government was established. ii. Research the history of Lincoln's writing of the Gettysburg Address and report to the class.
	d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.	i. Research and share a current event or issue that demonstrates a fundamental right, guaranteed by the Constitution that is in conflict today with certain segments of American society. ii. Interview a city leader in the community about the concept of individual rights versus the common good.

480. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.	i. Create a chart showing the three branches of government and how the powers are distributed and shared among them. ii. Role-play a member of congress and argue why the powers of the president should be reduced (or expanded). Base all arguments of careful research.
	b. Know how and why powers are distributed and shared between national and state governments in the United States.	i. Develop a chart that shows the shared powers (taxation, regulated voting) the functions commonly exercised by state governments (education, law enforcement, health, highways) and those powers prohibited to state governments (foreign affairs, coining money, raising an army).

481. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and	a. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.	i. Dramatize a colonial village and include the ways the colonists volunteered to help one another. ii. Prepare a newspaper article that features

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rights.	conditions, and religious beliefs.	citizens from the colonial village who are deserving of special recognition for good citizenship.
	b. Explain the relationship between individual freedom and personal responsibility in the United States.	i. Role-play a first amendment right that is being challenged by a segment of society. ii. List the pros and cons of gun control in the United States.
	c. Describe ways in which citizens can participate in public life.	i. Conduct a mock trial where different members of the group take on the role of judge, prosecutor, defense attorney, defendant, witnesses, and the media. ii. Develop a list of ways a person can volunteer in the community.

482. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Describe the economic characteristics of colonialism.	i. Develop a visual that shows the routes taken colonial merchants who participated in the Triangular Trade and explain what goods were transported on each leg of the triangle. ii. Research and write a report on mercantilism.
	b. Know the economic motivations for the constant expansion of the western border of the United States.	i. Describe the competition between the Hudson Bay Company and the Northwest Fur Company and how the control of fur trapping areas was meant to control settlement. ii. Create an ad for an eastern newspaper enticing people with free land in the Oregon Country.
	c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.	i. Research and then display on a chart the goods the south was dependent on the north for providing. ii. Make a museum display about growing cotton that includes a map showing where cotton was grown in the United States in the mid 1800s.

483. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	i. Develop a poster informing the colonists of the new taxes being imposed by Britain in the 1760s. ii. Write an editorial for the newspaper opposing taxation without representation.
	b. Explain the role of government	i. Complete a classroom simulation on the

	policy in the economic development of the United States.	following: The community needs a new bridge across the river. Determine who will pay for the bridge, where will the money come from, who will be employed to build the bridge. ii. Make a chart that shows the goods and services provided to the population of the country by the government, both state and federal.

484. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases and models.	i. Use databases to gather census data, land-use data and topographic information to explain the distribution of people in the United States during the 19th century. ii. Develop a model of the 13 original colonies showing the major geographic features of the land.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Describe ways in which human migration influences character of a place.	i. Examine the culture of the American West. ii. Compare and contrast the lifestyles of Northerners and Southerners in the decade preceding the Civil War.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze ways in which humans respond to their physical environment.	i. Collect data on climate, land-use and population distribution in the original 13 colonies looking for similarities and differences. Speculate as to why certain regions supported certain activities. ii. Develop a map showing the major river ways used by early Americans, early dams and modes of transportation on the river ways.

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